

**AN ANALYSIS OF MORAL VALUE ON “THE MARTIAN” MOVIE  
(BY RIDLEY SCOT)**

**(A Thesis )**

**Submitted as a Partial Fulfillment of the Requirements for S-1 Degree**

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## **ABSTRACT**

### **An Analysis of Moral Value on “*The Martian*” Movie (By Ridley Scot)**

**By Umi Mukaromah**

This research discussed the moral values in the Martian movie by Ridley Scot. The moral values were found out by using Hartmann's theory. This research was descriptive qualitative. The object of this research was the Martian movie by Ridley Scot. This research also used other information related to the research problems. This research focuses on the moral values found in the Martian movie by Ridley Scot, and moral values applied by the main character in solving the problems in their life in the Martian movie by Ridley Scot. The data on this research is the dialogue in the Ridley Scot movie entitled the Martian.

The researcher used the theory of Hymes (Speaking Model) to analyze the moral value in the movie. The steps are to watch and read the dialogue in the Martian movie, and then find the dialogue that contains moral values, after that categorize the dialogue that contains moral values based on Hartmann's theory (Types of Moral Values). Finally, the researcher makes a table based on the specifications of moral values. This research used confirmability to validate the data.

After analyzing the movie, this research found some moral values in three groups according to Hartmann's theory. The first group contains wisdom, courage, self-control. The second group contains brotherly love, trust and faith. The third group contains radiant virtue, personality. The moral value that showed by Mark Watney as the main character from this movie was applying courage, self-control, brotherly love, trust and faith, and personality in solving the problems in daily life.

**Keywords:** Moral Value, Analysis Movie, Qualitative Descriptive, Martian





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## MOTTO

إِنْ أَحْسَنْتُمْ أَحْسَنْتُمْ لِأَنْفُسِكُمْ وَإِنْ أَسَأْتُمْ فَلَهَا فَإِذَا جَاءَ وَعْدُ  
الْآخِرَةِ لِيَسْئَرُوا وُجُوهَكُمْ وَلِيَدْخُلُوا الْمَسْجِدَ كَمَا  
دَخَلُوهُ أَوَّلَ مَرَّةٍ وَلِيُتَبِّرُوا مَا عَلَوْا تَتْبِيرًا ﴿٧﴾

(Saying): If ye do good, you do good for your own souls, and if ye do evil, it is for them (in like manner). So, when the time for the second (of the judgments) came (We roused against you others of Our slaves) to ravage you, and to enter the Temple even as they entered it the first time, and to lay waste all that they conquered with an utter wasting. (QS. Al.Isra 17:7).<sup>1</sup>



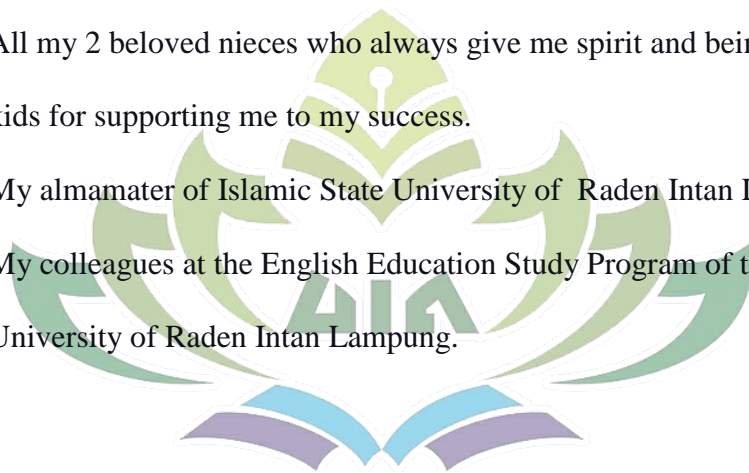
<sup>1</sup> Al-Quran Terjemahan. Departemen Agama RI. (Bandung : CV Darus Sunnah, 2015).  
p. 282



## DEDICATION

Praise and gratitude to Allah the Almighty for His abundant blessing for me and my deep heart and great of love, this thesis is dedicated to:

1. The greatest inspiration in my life, beloved Father and Mother, Mr. Nur Ali and Ms. Sunarsih who always pray for my success.
2. My beloved Sisters Yanipah, and her husband who have been supported me a lot during my study.
3. All my 2 beloved nieces who always give me spirit and being very nice kids for supporting me to my success.
4. My almamater of Islamic State University of Raden Intan Lampung.
5. My colleagues at the English Education Study Program of the Islamic University of Raden Intan Lampung.



## **CURRICULUM VITAE**

Umi Mukaromah was born in August 2<sup>nd</sup>, 1997 in Bambu Kuning. She is the second child of Mr. Nur Ali and Mrs.Sunarsih. She has one sister, her name is Yanipah

Start studying at Elementary School of SDN 1 Selagai Lingga (Lampung Tengah) and finished in 2009, then she studied at Junior High School of SMP N 1Atap satu Selagai Lingga (Lampung Tengah) and finished in 2012 and she continued in Vocation High School of SMK N 1Abung Selatan ( Lampung Utara) and finished in 2015. Stepping to higher education, she continued her study at Raden Intan State Islamic University Lampung until 2020.



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In doing this thesis, the researcher could not finish this thesis alone. The researcher has obtained so much help, motivation, suggestion, aid, support and many valuable things from various sides. Therefore, the researcher would like to express his deepest feeling os his heart for people who always care for her and she would like to convey thankfulness in depth to:

1. Prof. Dr. Hj.Nirva Diana, M.Pd., as the Dean of Tarbiyah and Teacher Training Faculty at the Islamic State University of Raden Intan Lampung
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8. All friends of the English Department of Raden Intan State Islamic University Lampung, especially beloved friends, Ulfa Asterik Errofi, Siti Mubarakah, Septiana Solekhah, Ulfatuni'mah, Septi della wati, Titik Nurmaidah, Siti Badriatul munawaroh and also for F class than can not to be mentioned one by one but you are always in my pray, who always give supportion and spirit in framework of writting this thesis.
9. My KKN family and PPL squad SMAN 16 Bandar Lampung .
10. All stakeholders I could not mention.

Finally, none or nothing is perfect for this thesis. Any correction, comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, 28 April 2020

The Writer

Umi Mukaromah  
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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Today, the watching movie becomes part of everyday life for some people. The people have different purposes in watching a movie such as for refreshing, spending their time, getting information and perspective, learning a foreign language and trying to understand other cultures. Most people like watching movies no matter their life condition, whatever their background, whoever they are. Not only in big cities, but also in small town people are watching a movie. Due to advanced technology development such as the internet and smartphone, people can watch a movie anytime and anywhere.

According to Yousuf and Dadabhoy, the movie can show the audience an image therefore it can present themselves to the viewers lucidly. Most of the people engage the messages clearly from the movie, but some people difficult to engage it. One of the messages that we catch in movie is about moral values.<sup>2</sup>It means that by using movie, people can educate moral, education, social, cultures values etc. If we want to try to understand a movie, and open our mind, movie could give us information, education, and inspiration.

Movie or film is kind of book and a form of literature. Movie is literature in the form of visuals that contain messages that can take us anywhere. One thing is very clear and one has to accept it that literature gives verbal literacy while films give visual literacy. Thus, there is a link between literature and film. So,

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<sup>2</sup>Yousuf, M. S & Dadabhoy, K. (2013). *The Use Of Film For Teaching Social Values In English Classes At Elementary Level*. (Journal Of Elementary Education) , P.52.

that film is considered as a branch of literature. Film and literature are two different things with a similar goal to create sublimity in human imagination and understanding. Both film and literature work hand in hand to boost the progress of human civilization. It means that literature is an art form that is poured through language. Literature consists of various forms, namely poetry, drama and film. Through literature researchers can freely talk about life experienced by humans with various rules and norms in their interactions with the environment, so that in literary works there are certain meanings about life. This clearly has something to do between literature and film, because film provides the meaning or message contained therein

Film and literature inspire and enrich each other. They also ennoble human mind through action, images, words and replicating life of human beings. Adaptation of literary genres for filming is not a new recent phenomenon but an old one. Adaptations of films have various sources for example theater, novel, music and painting. All these sources get techniques of stage, lighting, movements and gestures, structures, characterization, theme, point of view, rhythm, repetition color and counter point respectively.

Movie, also known as film, is a type of visual communication which uses moving picture and sound to tell stories or inform (help people to learn). People in every part of the world watch movie as entertainment, away to have fun. Many people feel very happy and fresh if they have been watch some movies. In the film (movie), there are some genres. Genre is a word for a type of movie or a style of movie. It can be fictional (made up) movie, or true, or a mix of the two. There are some movies mix together two or more genres, such as action movies, adventure



movies, animated movies, comedy, drama, tragedy, horror, romantic, thrillers, and so on. Usually, many people more often watch action movies, drama, horror, or romantic movies. Generally, if people watch the movie, they will take along with story in the movie that they watch. So, it influences their attitude in daily life. If they watch movie that have a good moral value, usually they will also have a good attitude in daily life. Of course if they watch movie that have a bad moral message, they also will have a bad attitude in daily life.

Each of the movie, of course have a moral value that can we take the benefit such as in “The Martian” movie. Moral value is a message conveyed or a lesson to be learned from a story or event. In other words, moral value is the lesson or principle contained in or taught by a fable, a story, or an event. Explicitly, in the relation with the individual socialization process we must have a moral. Because, without moral human cannot do the socialization process. Actually, a moral value is one of the important things in making the movie. For the viewer or audience, a moral message also is one of the important things in choose the movie that they watch. It means that moral value in the movie can influence an attitude of the people. So, the movie must have a good moral message, because a good movie is the movie that has a good moral value.

According to Schwartz that cross-national studies suggest that moral values is a set of important guiding principle for individuals among other principles such as values related to competence. In line with Schwartz, Leach also explains that the sense of morality is more essential for human. Without morality, it is difficult for people to connect their own behavior to the bigger group such as in a large community of people. It means that moral value is very important in

society, because humans are social beings. Humans will definitely make contact with other human beings in their lives, both with their families and outside communities.

Moreover, there are several reasons why the writer chooses a literature especially movie with the title “The Martian” in this research. Firstly, “The Martian” movie is the movie with a simple language but full of philosophical meaning. In this movie, we can know and rethink about everything, such as courage, brotherly love, fidelity, trust and faith, radiant virtue. In this movie we can know about the problem that always interesting in our life. In this movie, we can also learn about how we give evidence if we can get the chance to life well with our ability.

Secondly, there are several moral messages in “The Martian” movie. For example, we must do not be discouraged to facing all the problems, we cannot underestimate our friend in every situation and then we must believe that miracles always exist. Thirdly, the researcher loved to literature especially movie. The researcher interested to watch some movie. One of them is the movie with the title “The Martian”, which is included as of interesting movie. In “The Martian” movie, we can learn about friendship, sacrifice, and love. Besides, in this movie, we can learn about how we can determine the decision wisely, how we effort to hold out in the danger situation with our ability. In this movie, not only invites the viewer or audience to enjoy entertainment, but also involved in the story of this movie because of what the presented is mirror of life.

Someone must be able to distinguish something good and bad in interacting with other humans. So with moral values someone can distinguish actions or behaviors that must be done or not done in a social life. Thus, moral value can form a character that is good for the audience. From there, it can be concluded that to minimalism lack of good morals, we have to know what moral value is and why it is important. Actually, moral value can be gained from everywhere, such as books, television, radio, and novel. With watch a movie that contains good moral values, we can at least be morally better than before and also movie can improve people's pronunciation, vocabulary, and listening. But in this research the researcher just want to analyze the moral value found on the Martian movie.

The Martian movie is elected as the subject because from this movie we can get the new experiences, knowledge, even the morals value. Movie entitled The Martian is a 2015 science fiction film directed by Ridley Scott and starring Matt Damon. The Martian, a novel by Andy Weir, served as the screenplay adapted by Drew Goddard. The film depicts an astronaut's lone struggle to survive on Mars after being left behind, and efforts to rescue him. It also stars Jessica Chastain, Kristen Wiig, Jeff Daniels, Michael Pena, Kate Mara, Sean Bean, Sebastian Stan, Donald Glover, Aksel Hennie, and Chiwetel Ejiofor. The film, produced through 20th Century Fox, is a co-production of the United States and the United Kingdom. Producer Simon Kinberg began developing the film after Fox optioned the novel in March 2013, which Drew Goddard adapted into a screenplay and was initially attached to direct, but the film did not move forward. Scott replaced Goddard, and with Damon in place as the main character,



production was approved. Filming began in November 2014 and lasted approximately seventy days. Twenty sets were built on a sound stage in Budapest, Hungary, one of the largest in the world. Wadi Rum in Jordan was also used as a backdrop for filming.<sup>3</sup>

Actually this study is not the first that analyzed the moral value in a movie, but does not mean the researcher only plagiarizes the previous study. To prove the originally, the study shows the related study. Some previous studies relevant to this research, Yuyun Wahyuni studied about An Analysis of Moral Value of Edensor Novel (English Version) Written by Andrea Hirata. The result of the research shows that moral value is very important for everyone in the world and friendship, struggle thought life, and belief in the power of a dream or hope. Mulyadi entitle The Values of Moral Learning in “Ketika Cinta Bertasbih” Novel Written by Habiburrahman El Shirazy. He discovered that by learning literature the readers could comprehend moral values such as being grateful to God. The value of self-moral learning includes the values of patience, preserving, self authority, high optimistic, responsibility and self-firm.<sup>4</sup> Ariyanti with the title Moral Values Reflected in “The House on Mango Street” Novel Written by Sandra Cisnero . The researcher found that all elements of moral values exist in the content of the novel except the point of - respect and caring about others exactly in the element of not hurting others.<sup>5</sup> Based on the discussion the previous research, it can be said that there is significant different to this research. The

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<sup>3</sup>The Martian (12a)". British Board Of Film Classificationretrieved (September 16, 2015)

<sup>4</sup> Mulyadi, The Values of Moral Learning in “Ketika Cinta Bertasbih” Novel Written by Habiburrahman El Shirazy, (Al-ta’lim journal, Vol. 23 No.2, 2016)

<sup>5</sup> Ariyanti, Moral Values Reflected in “The House on Mango Street” Novel Written by Sandra Cisnero (Widya Gama Mahakam Samarinda University, Voll. 1, No.1, 2016), P 28

researcher hopes this study would be able to emphasize the important of moral values to the audience. Therefore, based on explanations above, the writer is going to conduct a research to analyze the moral values in the Martian Movie under the titled An Analysis of Moral Values in ‘The Martian’ Movie by Ridley Scot”.

## **B. Limitation of the Research**

The movie is a part of literary works that can be analyzed from several points of view such as characters, morality, language, background, theme, tragedy, etc. In this research, the researcher only focused on analyze moral values that are found in the Ridley Scot movie entitled the Martian, and what are the moral values applied by the main characters in solving the problems in their life in the Ridley Scot movie entitled the Martian. Hartman’s theories are used to analyze the data.

## **C. Formulation of the Problem**

Based on the background of the research above, the researcher formulated the problem of this research as follows :

1. What are the moral values found from the Ridley scot movie entitled “The Martian” based on Hartman’s theory ?
2. What are the moral values applied by the main character in solving the problems in their life in the Ridley Scot movie entitled “ The Martian” based on Hartman’s theory ?

#### **D. Research Objectives**

Based on the problems above, the purposes of this research are to find out the answers to the problems, as follows :

1. To know the moral values found from the Ridley Scot movie entitled “The Martian” based on Hartman’s theory.
2. To describe the moral values used by the main character in solving the problems in their life in the Ridley Scot movie entitled “The Martian” based on Hartman’s theory.

#### **E. Significance of the Research**

The benefits of the study are can be theoretical practically:

1. Theoretically

The result of this research is expected to contribute to the development of literary works, especially the literary works that contain moral value.

2. Practically

The writer hopes that the result of the study can be used for:

- a. To contribute the development of the literary study, particularly among the people who are interested in literary study.
- b. To remind the readers of the importance of moral values and also they can take and apply it in daily life.



- c. Further, the result of this research expected to become a consideration as one of the references to be played in Drama subject in English Education of Islamic University Studies Raden Intan Lampung.

#### **F. Scope of the Research**

1. Subject of the research

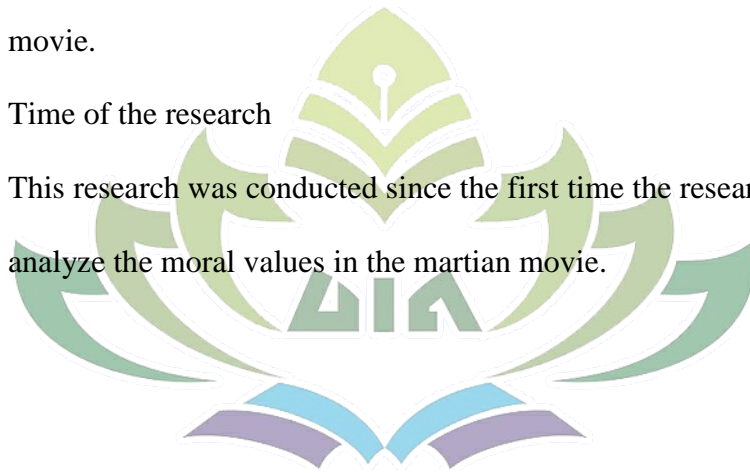
The subject of the research was a moral value in the Martian movie by Ridley Scot.

2. Object of the research

The object of the research was the analysis dialogues of the Martian movie.

3. Time of the research

This research was conducted since the first time the researcher decided to analyze the moral values in the martian movie.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Concept of Moral Value

According to Franz, moral value is a message that contains teachings oral and written discourses on how humans should live and act, so that they become human beings good. The immediate source of moral teaching is the various insiders positions of authority, such as parents, teachers, leaders society, as well as wise people. The source of the teachings is the traditions and customs, religious teachings, or certain ideologies.<sup>6</sup> Hartmann stated that the basic of moral values are the virtues. They are the values of human conduct itself; and as conduct extends over very different kinds of situation, they necessarily show a rich variety, differentiated according to their material.<sup>7</sup> Beside, Murray said that moral values are convictions a person holds about good and bad ways to act in moral situation.<sup>8</sup> According to Linda and Eyre, moral values are results of valuing process of comprehension implementing of God and humanity values in life.<sup>9</sup> So, these values will guide human knowledge and creativity appropriated. Audi said that moral values are simply an important kind of instrument value.<sup>10</sup>

Based on the explanation above it can be concluded that moral value is advice or discourses conveyed by someone to another, either directly or through a work. Generally, many moral values are conveyed through daily chats and can be

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<sup>6</sup>Franz Magnis Suseno, *Pesan Moral*. (Jakarta: Aksara, 1987) p. 14

<sup>7</sup> Nicolai Hartmann, *Ethics Moral Value*. (London: Unwind Ltd, 2004), P. 225.

<sup>8</sup>R. Murray, *Moral Development Theories-Secular And Religious* (London: Greenwood Press, 1997), P. 68.

<sup>9</sup>Bordwell, D. & Thomson, K. (1997) *Film Art: An Introduction*. New York: Mcgraw-Hill Companies.

<sup>10</sup>Nicolai Hartmann, *Ethics Moral Values* (London: Unwind Ltd, 2004), P. 225

found in stories or works. In a story or a work, the author conveyed moral values through his work. This moral value is positive where all the contents are related to moral messages in everyday life. When explaining morals, of course, also explains the attitudes or ethics of society and explains about religion. Because there is a connection between morals, attitudes or ethics of society, and religion. The moral values conveyed can motivate people to live better and people can change for the better.

## **B. Types of Moral Value**

Every literary work has a moral message or moral value in it, including in the movie story. Moral values may be either immediate, instrumental, or absolute in type. In fact, not everyone tends to provide the same types of values because the scope of values is so infinite. As a result, some moral agents are so inconsistent that they come to believe immoral actions essential to the realization of moral purposes. In a film story, there is often more than one moral value that is presented. It creates a viewer's interpretation that can vary both in terms of quantity and kind of determining the type of moral values in the film. Moral values are always influenced by personality factors.

Hartman divided the groups of special moral values into three groups according to its nature. The first group contains justice, wisdom, courage, selfcontrol and the Aristotelian virtues. The second group contains brotherly love, truthfulness and uprightness, trustworthiness and fidelity, trust and faith, modesty,

humility, aloofness and the values of social intercourse. The third group contains love of the remote, radiant virtue, personality and personal love.<sup>11</sup>

### **1. First group**

The First group contains justice, wisdom, courage, self control and the Aristotelian virtues. Below is an explanation of the moral values contained in the first group that mentioned earlier.

#### **a. Wisdom**

Wisdom has no such reference. In tendency it is wider. It has only a peripheral contact with the intellectual values of insight, truth and knowledge. These appear in it as instrumental values, but they remote from its essence. In the practical significance of wisdom there is a complete rapport with the world, a sensing of everything which contains value.<sup>12</sup> Meanwhile, Hartmann said that wisdom is a value which spurs man on to the choice of ends; bravery, to execute of them.<sup>13</sup>

Based on Hartman's theory wisdom is moral taste and indeed fine, differentiated, discriminating, cultivated taste, the refinement of moral capacity, in so far as this capacity, directed towards fullness of life, signifies appreciation of everything and an affirming, evaluating attitude towards whether is of value.<sup>14</sup>

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<sup>11</sup>*Ibid*, P. 225

<sup>12</sup>Hartmann , *Opci*, T P. 238

<sup>13</sup>Hartmann , *Opcit*, P. 245

<sup>14</sup>Hartmann, *Opcit* , P. 239



Wisdom is also means the attitude of the Wiseman is the commitment which is directed from out of the modesty of his self knowledge to the ethical values.<sup>15</sup>

Baltes and Smith added that, wisdom is interpreted as a skill extraordinary in dealing with problems fundamental about the meaning of life, as well as how live life well. Baltes and Smith provide further explanation, such exceptional expertise is intended that an expert can be distinguished from a person who are not experts in solving problems complex life. Therefore of that person wise predicted able to overcome the problem that exists in his daily life, which is relating to norms and interactions with people other in the social environment, so that conditions are created harmonious between the individual and his environment. In this research, wisdom is defined as individual skill in using his mind based on experience and knowledge, along with the integration of thoughts, feelings, behavior, and willpower to evaluate themselves, in assessing and decide on a problem, so that it is created harmony between individuals and the environment.<sup>16</sup> It means that wisdom is a person who is assertive, has broad knowledge, and is willing to advise the wrong person, make decisions without harming others, can distinguish between right and wrong, respect others, be calm in difficult circumstances, conscientious, honest, not selfish , forgiving, being fair to anyone, not making a decision according to him true, prioritizing shared needs rather than personal interests.

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<sup>15</sup>Hartmann, *Opcit* , P. 240

<sup>16</sup> Riana Sahrani , Faktor-Faktor Karakteristik Kebijakan Menurut Remaja, *Jurnal Psikologi Sosial* Doi: 10.7454/Jps.2019.6 2019, Vol. 17, No. 01, 36-45. P . 37

## b. Courage

Courage is the ability to stake one's life, the spontaneous facing of extreme danger, the standing at one's post, or manliness as the ancient called it. But it is more general still it inheres in all decisive effort, in all steadfast perseverance, in all quietly persistent tenacity; that is, wherever there is an element of adventure in a situation, which requires personal commitment and demands sacrifice. There is something of it in all genuine effort, at least so far as adventure enters into it.<sup>17</sup> Alimin said that there are some characteristics of courage, are as follows : think carefully and measurably beforeact, able to motivate others, always know themselves, be humble, and fill your soul and mind with new knowledge is going in the right direction, acting real, passion creates progress, is ready to bear risk and consistent. Based on the above opinion it can be concluded that the value of courage is a device a belief aimed at something you don't know the fear of defending and defending truth which is an obligation and responsibility that must be run.<sup>18</sup>

## c. Self Control

Self-control is by no means to be understood as purely negative, as a rejection and suppression, as if the natural were nothing but evil. It is the inner construction and transformation of everything natural in man, of all the obscure power which he finds presents there, which, rising up out of the unconscious depths, confront consciousness as something real. Instincts, impulses, emotions,

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<sup>17</sup>Hartmann, *Op cit.* P. 245

<sup>18</sup> Al Ashadi Alimin, Saptiana Sulastri. Nilai Keberanian Dalam Novel Negeri Di Ujung Tanduk Karya Tere Liye. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia Volume 3 Nomor 1 Maret 2018. Page 1-5 P-Issn: 2477-5932 E-Issn: 2477-846x.* P. 2

passions are in themselves by no means neutral in value, though they are primarily and strictly neutral. In content and power they constitute a mighty material, constructive and destructive, an inner world, which, like the outer world, waits to be exploited.<sup>19</sup>

According to Dann said self-control as follows: Stop obeying the things that produce unproductive behaviors, remain calm, think positive and not confused, even when conditions are very difficult, manage difficult emotions and reduce anxiety when experiencing difficulty, stable, calm thinking stay focused despite being under pressure though.<sup>20</sup> Based on the above definition, it can be concluded that self-control is meant is the ability to manage emotions, urge, be careful, take responsibility, smart in organizing life according to the norm to deal with and control oneself to keep the spirit, never give up in facing any situation.

#### d. The Aristotelian Virtues

It is well known that Aristotle defines virtues as a mean between two extremes, which are both evils. Of the evils one is always too much, the other too little. According to Aristotle, it is a mean between licentiousness and apathy or emotional dullness. Likewise bravery is the mean between cowardice and foolhardiness, justice between doing wrong and suffering wrong, liberality with one's money and possessions between penuriousness and squandering, which is

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<sup>19</sup>Hartmann, *Opcit* . P.249

<sup>20</sup> Yora Komala Sari , *Pengaruh Pengendalian Diri Dan Perilaku Belajar Terhadap Tingkat Pemahaman Pengantar Akuntansi (Studi Empiris Pada Mahasiswa Program Studi Akuntansi Fakultas Ekonomi Universitas Negeri Padang)*, ( Padang : Universitas Negeri Padang, 2013) , p. 4

akin to it seems to mean equable temper almost more than gentleness between violent temper and incapacity to feel righteous indignation.<sup>21</sup>

## 2. Second Group.

The second group contains brotherly love, truthfulness and uprightness, trustworthiness and fidelity, trust and faith, modesty, humility aloofness, and the values of social intercourse. The following below is an explanation of the moral values mentioned in the second group.

### a. Brotherly love

Love of one's neighbor is not love in general. Love of one's neighbor is primarily directed towards whoever is nearest, towards the other person, and it is a positive affirmative tendency, the transference of interest from the I to the Thou.<sup>22</sup> In short, brotherly love is a loving sense of another person's worth. Brotherly love is solidarity with another person, a fundamentally positive devotion to the general humanity of another.<sup>23</sup> Brotherly love is related to the humanity in general of those who are near us; we love them for who they are, not for what they can become.<sup>24</sup>

According to Davis, brotherly love is a form of relationship close that involves acceptance, trust, respect, mutual help, tell secrets, understand, and spontaneity. Meanwhile, De Vito interpret friendship as interpersonal relationship between two people who produce and possess each other mutually positive

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<sup>21</sup>Hartmann, *Opcit* ,P.254

<sup>22</sup>Hartmann, *Opcit*, P. 268

<sup>23</sup>Predrag Cicovacki. The Analysis Of Wonder: An Introduction To The Philosophy Of Nicolai Hartmann ( Usa: Bloomsbury Publishing, 2014)

<sup>24</sup>Cicovack, *Ibid*, P.92

characteristics respect. It can be concluded that friendship is close relationship that respects someone with loyalty, trust and have the same pleasure.

b. Truthfulness and uprightness

Truthfulness is a moral value. One's word, the object of which is to be a witness to one's real opinion, conviction and attitude, ought to achieve this end solely. In as much as words are not the only form of expressing one's actual attitude of mind, there is together with truthfulness of word also truthfulness of act, allowing oneself to appear to be such or such, indeed of conduct in general.

Uprightness is related to pretence not otherwise than truthfulness to a lie.<sup>25</sup>

c. Trust and faith

Hartmann mentioned about faith and trust as requiring moral courage and strength. Blind faith, blind trust, is the supreme endurance-test of moral strength, the true criterion of genuineness in all the deeper dispositional relations of man with man. The ability to entrust one's own interest to another person is a precious gift, and this gift is comparable to that of love and, as a value, can even transcend it.<sup>26</sup> Hartmann recommends the attitudes of faith and trust as the foundation not only of our moral life, but also of our broader search for the meaning of life.<sup>27</sup>

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<sup>25</sup>Hartmann , *Opcit* P.282

<sup>26</sup>Hartmann, *Opcit.* P. 293

<sup>27</sup>Cicovack, *Opcit*, P.150



d. The Values of social intercourse.

There are more on surface of human nature, where it is exist in the outward contact of individuals, in the friction, as it were, of social intercourse. The depths of consciousness, the sphere where intentions originate, are not touched by them. But every intention, moving outward, receives the stamp of their impress; independently of its deeper value, in passing to the surface it falls under the standard of other values, which affect only its form expression. The formal values of social intercourse prove to be indirectly genuine dispositional values.<sup>28</sup>

**3. Third group.**

The third group contains love of the remote, radiant virtue, personality and personal love. The following is the explanation about the moral values mentioned.

a. Love of the remote

Hartmann regards love of the remote as love of the best, as love of the worthiest and the noblest. It is the love of creative spirit in humanity.<sup>29</sup>

b. Radiant virtue

Radiant Virtue is not the ethos of the fullness of life but the meaning which the fullness of life acquires through its overflow, it is an issue forth without anxiety as to whither it goes it is a pure out-streaming, but with no diminution of itself it endows the human heart with riches.<sup>30</sup> Nevertheless Hartmann stated about radiant virtue like beauty in itself, but a concrete individual, like the

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<sup>28</sup>Hartmann, *Opcit*, P. 305

<sup>29</sup>Cicovack, *Opcit*

<sup>30</sup>Hartmann, *Opcit* P.338

personality of Socrates, shines like gold and radiates virtue around him. He is a living proof that an ideal is possible in our imperfect world.<sup>31</sup> Radiant virtue spreads its gifts around indiscriminately, to all who are open-minded and open-hearted to appreciate them.

### c. Personality

The unity and entirety of the human being manifests itself only in the concept of the person, and is expressed in its realization of values, because only value or ethos of the personality as the highest expression of personhood captures its individual, ethical existence. Its basis is constituted when perception of value and action fall together in meeting the moral demands of values upon it.<sup>32</sup> Therefore Hartmann said that the personality does not make the values, but the values make the personality. Personality, a characteristic way of thinking, feeling, and behaving. Personality embraces moods, attitudes, and opinions and is most clearly expressed in interactions with other people. It includes behavioral characteristics, both inherent and acquired, that distinguish one person from another and that can be observed in people's relations to the environment and to the social group.<sup>33</sup> On the other hand, from the character of the people, there are character value based on culture and nations. Such as honesty, tolerance, discipline, hard work, creative independence, democracy, curiosity, valuing achievement, friendliness or communicative, peacefulness, preoccupation, social concern, concern for others and responsibility.

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<sup>31</sup>32 Cicovack, *Opcit*, P.92

<sup>32</sup>Hartmann , *Opcit*, P.318

<sup>33</sup>Hartmann, *Opcit.*, P. 200

d. Personal love.

Hartmann notes that love is able to comprehend the ideal person in the real person; love opens his eyes to it the knowledge of the value of the intimate ideal person of the beloved makes possible to the lover's spiritual participation in the intimate depths of the beloved. This participation has a transcendental dimension : "to this participation corresponds the sense of eternity and to the elevation beyond pleasure and pain ... it touches, like soft light, the primal source of human life".<sup>34</sup>

Besides, Hartmann describe the virtue of personal love becomes poetic: And the mystery of love is that it satisfies this deepest and least understood craving. One who loves gives this unique gift to the person he loves. He gives a new dimension to the being of the loved one, enabling him to be for himself what otherwise he is only in himself.<sup>35</sup>

**C. Literature**

Literature, in the widest sense, is just about anything written. Literature is kind of art, usually written, which offers pleasure and illumination. Literature is any body of written works. More restrictively, literature refers to writing considered to be an art form or any single writing deemed to have artistic or intellectual value, often due to deploying language in ways that differ from ordinary usage. Literature is classified according to whether it is fiction, and whether it is poetry or prose. It can be further distinguished according to major forms such as the novel, short story or drama, or film and works are often

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<sup>34</sup>Hartmann, *Opcit*, P. 377

<sup>35</sup>Hartmann, *Opcit*, P. 369

categorized according to historical periods or their adherence to certain aesthetic features or expectations (genre).

### 1. Concept of Literature

Nowadays, literature is an important subject to be studied since it reflects every single aspect of human life such as happiness, sadness, truth, justice, respect, courage, faith, and other urgent elements. In most cases, literature is referred to as the entirety of written expression, with the restriction that not every written document can be categorized as literature in the more exact sense of the word. The definitions, therefore, usually include additional adjectives such as “aesthetic” or “artistic” to distinguish literary works from texts of everyday use such as telephone books, newspapers, legal documents, and scholarly writings.<sup>36</sup>

Literature is a written communication whether in poetic shape or dramatic or fiction. It always communicates human experiences and employs devices of narrative. Film / films on the other hand mostly employ the spoken aspects of communication like sounds. Sounds are dominated in film making. Written and Spoken Communication is a very important source through which human beings gain wisdom throughout their life span. Man gets perfection when he makes use of both these aspects of language communication.<sup>37</sup> Literature consists of different

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<sup>36</sup>Mario Klarer, *An Introduction To Literary Studies Second Edition*, (London And New York: Routledge Is An Imprint Of The Taylor & Francis Group, 2004), P. 1

<sup>37</sup> Totawad Nagnath Ramrao, *Film And Literature: An Overview*, [Http://Www.Epitomejournals.Com](http://www.epitomejournals.com), Vol. 2, Issue 9, September 2016, Issn:2395-6968, (India: Epitome Journals, 2016), P. 150

genres , short story, novel, drama and poetry. These all are the written documents, and it is clear that letters are used in literature.<sup>38</sup>

Based on the explanation, it can be concluded that if we learn literature it means that we learn about a language especially beautiful language. Because, the literature create us to play with beautiful language and increase our knowledge and imagination. In line with this movie is one of literary works that contains many things about language. Therefore a movie is a literary work that conveys many messages on the text. It can be analyzed from several points of view like politics, religions or others. A movie can be analyzed from the moral, social, and religious point of view.

## **2. Kinds of Literature**

Etymologically, the Latin word *litteratural* is derived from *littera* (letter), which is the smallest element of alphabetical writing. The word text is related to textile and can be translated as fabric: just as single threads form a fabric, so words and sentences form a meaningful and coherent text. The origins of the two central terms are, therefore, not of great help in defining literature or text. It is more enlightening to look at literature or text as cultural and historical phenomena and to investigate the conditions of their production and reception.<sup>39</sup>

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<sup>38</sup>*Ibid*, P. 149

<sup>39</sup>Mario Klarer, *An Introduction To Literary Studies Second Edition*, ( London: Routledge, 2004), P.1



### **a. Fiction**

Literature created from the imagination, not presented as fact, though it may be based on a true story or situation.<sup>40</sup> Types of literature in the fiction genre include the novel, short story, and novel.<sup>41</sup> The word is from the Latin *fictiō*, the act of making, fashioning, or molding. The short story<sup>42</sup>, a concise form of prose fiction, has received less attention from literary scholars than the novel. As with the novel, the roots of the short story lie in antiquity and the middle Ages. Story, myth, and fairy tale relate to the oldest types of textual manifestations, texts which were primarily orally transmitted. The term tale (from to tell), like the German Sage (from sagen to speak), reflects this oral dimension inherent in short fiction. The short story, however, surfaces incomparative definitions of other prose genres such as the novel or its shorter variants, the novella and novelette. A crucial feature commonly identified with the short story is its impression of unity since it can be read in contrast to the novel in one sitting without interruption. Due to restrictions of length, the plot of the short story has to be highly selective, entailing an idiosyncratic temporal dimension that usually focuses on one central moment of action. While the novel experiments with various narrative perspectives, the short story usually chooses one particular point of view, relating the action through the eyes of one particular figure or narrator.

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<sup>40</sup>*Ibid*, P. 9

<sup>41</sup>*Ibid*, P. 12

<sup>42</sup>*Ibid*, P. 13

## **b. Poetry**

Poetry is one of the oldest genres in literary history. Its earliest examples go back to ancient Greek literature. It is harder to define than any other genre. Poetry is closely related to the term lyric, which derives etymologically from the Greek musical instrument lyra (lyre or harp) and points to an origin in the sphere of music.<sup>43</sup> In classical antiquity as well as in the Middle Ages, minstrels recited poetry, accompanied by the lyre or other musical instruments. The term poetry, however, goes back to the Greek word *poieo* (to make, to produce), indicating that the poet is the person who makes verse. Although etymology sheds light on some of the aspects of the lyric and the poetic, it cannot offer a satisfactory explanation of the phenomenon as such.

## **c. Drama**

So far we have identified distinct features belonging to fiction and poetry, two genres which rely on the written or spoken word as their primary means of expression. The dramatic or performing arts, however, combine the verbal with a number of non-verbal or optical visual means, including stage, scenery, shifting of scenes, facial expressions, gestures, make-up, props, and lighting.<sup>44</sup> This emphasis is also reflected in the word drama itself, which derives from the Greek *draein* (to do, to act), thereby referring to a performance or representation by actors.

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<sup>43</sup>*Ibid*, P. 27

<sup>44</sup>*Ibid*, P. 43

Drama has its roots in cultic-ritual practice, some features of which were still present in stylized form in the classical Greek drama of the fifth century BC. Ancient tragedies and comedies were performed during festivals in honor of Dionysos, the god of wine. While drama was one of the main genres in classical antiquity, its importance waned with the dawning of the middle Ages. After the turn of the millennium, however, simple forms of drama re-emerged. In mystery and miracle plays, religious, allegorical, or biblical themes were adapted from Christian liturgy and dramatized for performance in front of churches and in the yards of inns.

#### **d. Film**

At the beginning of the twenty-first century, it is impossible to neglect film as a semi-textual genre both influenced by and exerting influence on literature and literary criticism. Film is predetermined by literary techniques; conversely, literary practice developed particular features under the impact of film.<sup>45</sup> Many of the dramatic forms in the twentieth century, for example, have evolved in interaction with film, whose means of photographic depiction far surpass the means of realistic portrayal in the theater. Drama could therefore abandon its claim to realism and develop other, more stylized or abstract forms of presentation. Photography and film have also had a major influence on the fine arts; novel, more abstract approaches to painting have been taken in response to these new media. The same can be said for postmodern fiction, which also derives some of its structural features from film.

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<sup>45</sup> *Ibid*, P. 56

#### D. Concept of Movie

There are many types of movies that people watch on television. Movie is the informed media that is used for entertainment and pleasure. It is the media that is used to perform the story can make audience enjoyable and entertaining. Nowadays, almost all the movie is a reflection of everyday human life, and also take the real story in the society. Movie is a form of entertainment that enacts a story by sound and sequence of image giving the illusion of continuous movement.<sup>46</sup> It means that movie is a spectacle that everyone likes, by watching movies they can relieve stress, the film also presents an interesting and educational spectacle and film can also add to the audience's insight.

Metz states that Movie is something that difficult to explain because it is easy to understand. We all have an intuitive sense of what a movie is, and what it means. In addition, he stated that movie occupies a dominant place in society and because movie is a popular medium, it should be studied seriously.<sup>47</sup> Movie is one form of art audio-visual outcome of the development of science and technology information that is complex, entertaining, and universals. In reality, movie is a form of art that is a media of mass entertainment.<sup>48</sup> It means that movie is a type of visual communication which uses moving picture and sound to tell stories or inform (help people to learn).

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<sup>46</sup>Ardhiansyih Ritkofany Faradinna, *Penerapan Media Film Dalam Pembelajaran Menulis Bahasa Jerman Siswa Kelas Xii Ibb Sman 2 Sidoarjo. Laterne*. Volume Vii Nomor 01 Tahun 2018. P, 101

<sup>47</sup>Darwanto, *Televisi Sebagai Media Pendidikan*, ( Yogyakarta: Pustaka Pelajar, 2007), P. 31

<sup>48</sup>Darwanto, *Ibid*, P. 32

Movie is displayed through electronic media. Messages displayed by the electronic media is enlightening, educating and entertaining so easily understood by all levels of society. Besides, it also provides the stimulus, suggestion, imagination and emotion from audiences. Messages contribution will be received more quickly because the nature of audiovisual.<sup>49</sup> Thus movie has a very important role in life. in addition to being a tool for entertainment, movie is also a tool to educate the next generation with quality watching to form a good moral. Also movie media that is amazing to deliver good effects for life.

Movie is a combination of delivery attempts message through moving images, the use of camera technology, color and sound, where the elements of the movie is motivated by a story that contains a message to be conveyed by the director to the audience.<sup>50</sup> Audio-visual or movie is very helpful in teaching and learning, because with these tools audience can do observations more closely again, and through observation will give the impression of depth that will improve memory. Movie is a combination of delivery attempts message through moving images, the use of camera technology, color and sound, where the elements of the movie is motivated by a story that contains a message to be conveyed by the director to the audience).<sup>51</sup> Movie referred to a literary work because movie represents a fiction and in a movie also exist all the elements of literary work such as character, theme, plot, setting, and others.

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<sup>49</sup>Darwanto, *Ibid*, P. 44 - 45

<sup>50</sup>Darwanto, *Ibid*, P. 100

<sup>51</sup>Deighton, Lee C, *The Encyclopedia Of Education*, ( Usa: The Macmillan Company And The Free Press, 1971), P. 1



Based on the explanation above it can be concluded that, by watching movie, people or audience will obtain the moral value inside, and it can be the life lesson for the future. Movie also teaches people about history, science, human behavior, and various other things. Therefore, the movie is specially used for giving entertaining story visually, and obtaining the moral value as the lesson of life.

### **1. Genre in the Movie**

There are several genres in the movie. A genre is a word for a type of movie or a style of movie. Movies can be fictional (made up) movie, or true, or a mix of the two. Some movies mix together two or more genres.

#### **a. Action**

This action genre film usually requires a lot of energy from its players, requires a large number of stunts, battles, escape, disturbances that always occur, until the emergence of hero and the "enemy" who continue to clash with amazing actions.<sup>52</sup>

#### **b. Adventure**

This adventure genre film is usually themed with the search for something missing, can be a treasure or even an island. Adventures in the jungle, desert, or other places are presented beautifully.<sup>53</sup>

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<sup>52</sup> Handi Oktavianus, *Penerimaan Penonton Terhadap Praktek Eksorsis Di Dalam Film Conjuring*, Jurnal E-Komunikasi Vol 3. No.2 Tahun 2015, P. 4

<sup>53</sup> Handi Oktavianus, *Ibid*, P. 6

### c. Comedy

Comedy genre films generally convey stories in a light and simple way, and deliberately made to invite laughter from the audience, both from every word and deed that is spoken by the characters as well as the overall storyline.<sup>54</sup>

### d. Drama

Dramas focus on the plot and the script, focusing on the concern with situation and plot, Drama allows viewers to feel sympathy and provides a therapeutic effect through the protagonists' overcoming powerful forces that make them victims. Drama is a serious genre that includes tragedy in some aspect, conveys moral value through emotion, and whose story is told through the dialogue that demonstrates and portrays relationships.<sup>55</sup>

### e. Horror

This genre deals with fears of the audience. These films generate glimpses of negative emotions to create a terrifying feeling. These kinds of films are very entertaining and popular over centuries. Themes of such films might be with deaths, unknown fears, terror, nightmares, imaginary creatures, psychopaths, monsters, zombies, evil witches and ghosts. Though these movies are based on

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<sup>54</sup> Handi Oktavianus, *Ibid*, P. 5

<sup>55</sup> Amy Capwell Burns, *Action, Romance, Or Science Fiction: Your Favorite Movie Genre May Affect Your Communication*, American Communication Journal Vol. 11, No. 4, Winter 2009, P. 7

negative or horrifying aspects but these movies are one of the most demanding genre.<sup>56</sup>

#### **f. Epics/Historical**

Epic films take historical events or imaginary events, myths, legends, or figures that are considered heroes, with added extraordinary backgrounds and fancy costumes. This film is often spectacular and amazing.<sup>57</sup>

#### **g. Westerns**

Film Westerns is a film that shows the genre of the American film industry. This genre is one of the oldest, most enduring with recognizable grooves and characters (horses, old cities, cowboys, Indians, etc.). Over time, Westerns have been depicted and expanded again.<sup>58</sup>

#### **h. Romance**

This genre comprises of the love stories showing passion, affection and genuine emotions. Most of the movies falling under this type of genre show a journey of loved ones from friendship, dating and marriage. Romance film make strong and passionate love stories in which couples may face problems such as physical illness, accidents, family problems etc. most of the romantic stories have a happy ending in which love last forever in the lives of characters. The themes of

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<sup>56</sup> Mahajan Sagar Bhaskar Ranjana, Et Al, *Recent Genre Based Categorized Comparisons Of Bollywood Movies Through Radar Plots*, (Ijitr) International Journal Of Innovative Technology And Research Volume No.4, Issue No.2, February - March 2016, 2844 – 2851. 2320, P. 2845

<sup>57</sup>Handi Oktavianus, *Penerimaan Penonton Terhadap Praktek Eksorsis Di Dalam Film Conjuring*, Jurnal E-Komunikasi Vol 3. No.2 Tahun 2015, P. 4

<sup>58</sup>Mahajan Sagar Bhaskar Ranjana, Et Al, *Recent Genre Based Categorized Comparisons Of Bollywood Movies Through Radar Plots*, (Ijitr) International Journal Of Innovative Technology And Research Volume No.4, Issue No.2, February - March 2016, 2844 – 2851. 2320, P. 2845

such movies are love at first sight, one sided love, obsessive love, spiritual love, sentimental love, destructive love, tragic love etc.<sup>59</sup>

### **i. Thriller**

The main attraction of thriller movie is its vivid fluctuation of the mood or mindset of audience about the characters in film. These films give a wonderful blend of suspense, surprise, sudden twists in story, excitement and panics. Specialty of such is it keeps preconception of the audience till the climax of movie, hence these movies are never out of market. Thriller films contain mystery, suspense, critical crime cases etc.<sup>60</sup>

### **j. Science Fiction**

Science fiction addresses the conscious rather than the unconscious, speculating on technology, gimmicks, and the perfectible future and relying on society's anxiety about technology and its growth and potential for destruction with the possibility of no future.<sup>61</sup> Besides, each of the movie, of course have a moral value that we can take the benefit. Thus, we must be careful to choose the movie that we want to watch. We must watch the movie that has a good moral value. Because, a moral value in the movie usually can influence an attitude of the people.

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<sup>59</sup>Mahajan Sagar Bhaskar Ranjana, Et Al, *Ibid*, P. 2845

<sup>60</sup>Mahajan Sagar Bhaskar Ranjana, Et Al, *Ibid*, P. 2845

<sup>61</sup>Amy Capwell Burns, *Action, Romance, Or Science Fiction: Your Favorite Movie Genre May Affect Your Communication*, American Communication Journal Vol. 11, No. 4, Winter 2009, P. 7

## 2. Science Fiction movie

In this study the researchers used a science fiction genre movie, Science fiction is the most visible and influential form of futurist thinking in contemporary popular culture. As futurist narrative, science fiction resonates with the psychological disposition to give meaning and purpose to life through stories; it facilitates total person immersion in the future; and it stimulates all the major dimensions of future consciousness.<sup>62</sup> It means that, science fiction is a story that portrays a future with technological sophistication that is not real and the science fiction movie can foster an audience's curiosity about everything that is still a mystery or not yet achieved by science / technology today. Science fiction movie are related to future stories, outside travel, scientific experiments, time exploration, invasive, or destruction of the earth.<sup>63</sup>

According to Albert, science fiction can be categorized into two modes, the experimental and the conventional. The experimental mode is all tied to science while the conventional mode is all tied to myth.<sup>64</sup> On the other hand, conventional fashion refers to science fiction as entertainment commodities that appeal to more readers or subjective audiences yearning rather than objective analysis. As required by the convention, it repeats and supports genre assumptions, ideas are derived and agreed upon by science writer and fiction fan.

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<sup>62</sup>Tom Lombardo, *Science Fiction: The Evolutionary Mythology Of The Future*, (Center For Future Consciousness Usa), P. 5-24

<sup>63</sup>Sudjadi Tjipto R, *Perjalanan Fantasi Menembus Ruang Dan Waktu (Analisis Semiotika Film The Time Machine)*, Jurnal Rekam, Vol. 11 No. 1 - April 2015, (Stsr Visi Yogyakarta) , P. 12

<sup>64</sup>Monica Lau King Hung , *Content Analysis On The Ideology Of Hollywood Science Fiction*, (Thesis Submitted In Partial Fulfillment Of The Requirements For The Degree Of Master Of Arts, March 2005), P. 11



According to Fleming adds that a science fiction writer aims to deceive the reader, make the reality of a good and reliable story, convince the reader (who wants to go inside the world of stories) that the world created is authentic, consistent and logically established. A good analogy from a science fiction writer is that he is like a religious fanatic quickly take on any miracle story now to prove to others the reality of his religion.<sup>65</sup> Based on the explanation above it can be concluded that science-fiction or sci-fi is a type of knowledge imagination fantasy film in particular that is real in nature that was developed to get the basis of making a film plot that focuses on research and technological inventions imagined by society and individuals. Science fiction is a movie that defies the facts that exist today, which is based on the possibility that can occur and refers to the many things that still cannot be explained today.

### **3. Concept of Movie as the Media in Education**

Movie has experienced rapid development along with the development of existing technology. Movie have various roles, besides being a means of entertainment, films can also function as learning media. According to Munandi, movie is a communication tool that really helps the effective learning process. What is seen by the eye and heard by the ear, is faster and easier to remember than what can only be read or only heard.<sup>66</sup> It means that the use of movie media as a learning medium or source of learning, can help the audience establish a more

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<sup>65</sup>*Ibid*, P. 13

<sup>66</sup>Lusiana Surya Widiani, Et All, *Penerapan Media Film Sebagai Sumber Belajar Untuk Meningkatkan Kemampuan Mengolah Informasi Siswa Dalam Pembelajaran Sejarah, Factum: Jurnal Sejarah Dan Pendidikan Sejarah*, Vol. 7 No. 1, 2018 Issn: 2302-9889, E.Issn: 2615-515x, P. 126

lively communication and interaction, so that the message of learning to be conveyed can be achieved better and perfectly.

Movie is displayed through electronic media. Messages displayed by the electronic media is enlightening, educating and entertaining so easily understood by all levels of society. Besides, it also provides the stimulus, suggestion, imagination and emotion from audiences. Messages contribution will be received more quickly because the nature of audiovisual.<sup>67</sup> Message from mass media has fundamental strength from non-mass media in conveying the message to the general (public). The programs comprise some groups, for example, programs for children, adult, family, etc. Students should be motivated by giving several examples, explanations, and guidance, so it will make audiences easy to imitate the message from the movie.<sup>68</sup>

Based on the explanation above, the use of audio-visual equipment is intended to show the effectiveness and efficiency of teaching and learning process, so the children are hoped able to develop reasoning and imagining power. Audio-visual is very helpful in learning, because with these tools audiences can do observations more closely again, and through observation will give the impression of depth that will improve memory. Also movies are contextually rich source of authentic material that can be used in teaching Listening and pronounciation. By watching movies they can improve listening skills, it makes them familiar with spoken language and helps them to better understand the dialogue that is in the movie.

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<sup>67</sup>Darwanto, *Televisi Sebagai Media Pendidikan*. (Yogyakarta: Pustaka Pelajar, 2007), P.44

<sup>68</sup>*Ibid*, P.45

Movies can be good authentic learning materials for listening skill, because they contain dialogues from highly proficient English speakers, which could contribute to an easier understanding of their pronunciation. Movies allow students to access to more information in listening. That is, the audiences can listen and see what is happening at the same time.<sup>69</sup> It means movie has very important benefits, such as to improve listening skills, and pronunciation by seeing or listening to dialogues spoken by players in the movie.

According Van Duzer, claims that students listen to relevant and interesting things for them which keep their motivation and attention high. Furthermore he claims that movies provide real situation, intonation and real pronunciation and allows students to a real context. Miller adds that non-verbal behavior or paralinguistic features of the spoken text are now available for the learners, so the learner can develop their listening skills in a richer context. It is because of the movies contain a lot of setting, dialogues, meaningful expressions, wide range of vocabularies, phrases, and also sentences. In addition movies also have correct pronunciation, since it is stated or dubbed by native speakers.<sup>70</sup> Based on the explanation above it can be concluded that the use of media movies are able to improve listening, speaking skills because the audience sees and hears directly the object being observed, giving rise to interest in knowing and digging deeper into the story and being able to find moral messages in the movie.

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<sup>69</sup>Aryuliva Adnan, *Improving Students' Listening Ability Through Movie Report*, Fbs Unp, (Padang, 2014), P. 69

<sup>70</sup>*Ibid*, P.72

#### 4. Relation between Movie and Education

Technology is transformative. It changes as it is used and it changes those who use it. Ideas to improve technology arise from its use and new technology leads further, spiraling in speed and complexity. Changes occur in other areas of life with the advances in such as solar energy, radio, TV. In line with formation technology is very important for the community in terms of socializing and interacting. Movie is not a language, but is like language, and since language some of the methods that use to study language might profitably be applied to a study of movie.

Movie is a powerful teaching tool because it connects ideas with emotions. Research shows that people learn and remember best when their feelings are activated. The visual images of film are also a key element to their effectiveness as a learning tool.<sup>71</sup> The drama of movie as storytelling is another important feature that makes it a useful learning tool.

Furthermore, movie and education have a very close relationship, because now movie can be an effective medium that can be used by parents to instill the values of life to their children. Movie can be used as a medium of learning to inculcate good values to the children by watching the movie. From the explanation above movie can be used as a medium of learning to inculcate good values when parents may be wise to accompany the child when watching the movie. But parents should still provide assistance to children when they see movie.

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<sup>71</sup>Nicole Markotic, Punching up The Story: Disability And Film, Canadian Journal Of Film Studies, Vol. 17, No. 1, 2008, P. 2 (On-Line), Available On: [Http://www.filmstudies.ca/Journal/Pdf/Cj-Film-Studies171\\_Markotic\\_Disability](http://www.filmstudies.ca/Journal/Pdf/Cj-Film-Studies171_Markotic_Disability). Pdf (February 27th 2018)

## E. Concept of Context

Studying pragmatics will not be complete in the absence of some mentioning of context. Context is background knowledge assumed to be shared by speaker and hearer and which contributes to hearer's interpretation of what the speaker means by given utterance.<sup>72</sup> It means that context is the basic knowledge of what speaker and hearer have in their minds to understand the speaker's utterance and the hearer can guess or catch what the speaker means by his/her utterance. Beside context, there is another aspect of speech, which is listener's and speaker's, purpose of speech, etc. As the following, Dell Hyme's explains that for the correct language, one not only learns words and grammatical rules, but also the context of the use of the language. In "Speaking Model" the aspects to be considered are as follows:<sup>73</sup>

**S:** Setting is an aspect that includes the time and place of the talk, while scene is a "psychological setting" or "cultural definition" of the level of seriousness. **P:** Participants, through speakers (speakers) and speakers (audience) in a conversation, speaker's background and a relation with a speaker is the context that influences it. **E:** Ends, Hymes explains ends as the "purpose" or "goal" of a conversation. **A:** Act on the information submitted. Hymes describes the sequence of actions as "form" shapes and the "sequence" of an event (event). **K:** Key, display for speakers and speakers/audience during the conversation. **I:** Instruments of "form and speech" (style of language) **N:** Norms are normal-norms

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<sup>72</sup>Geoffrey N.Leech. Principle Of Pragmatics. (New York: Longmaninc.1983), P.13

<sup>73</sup>Dell Hymes, Sociolinguistics And The Etnography Of Speaking, (London: Routledge), 2010, P. 77-78

in conversations that are not discussed, but that offer information on how speakers or speakers cause the error. **G**: Genre is a type of event or effect of a story. Based on the theory above, the researcher will use the theory of Dell Hymes to analyze the moral value in the Martian movie. The following is an example of a speaking model found in the martian movie.

Example : Setting occurs in the HAB (The area 3 Habitation) (**S**) Participant by Mark watney (**P**) the speaker take the most appropriate decision to save all the crew in the event of an accident (**E**) there is found value in dialog "wisdom" (**A**) the dialogue is spoken with assertive (**K**) oral dialogue (**I**) the dialogue spoken by the speaker while feel curiosity (**N**) which is formulated in the form of dialogue (**G**).

#### **F. The Martian movie**

The Martian begins in the near (and undated) future. Astronaut Mark Watney is a botanist and mechanical engineer on the American Ares 3 mission to Mars, following two successful Ares missions that have been met first with earthly excitement, then mostly indifference. After a couple days on Mars, a giant dust storm disrupts the astronauts' mission and forces an abort. During this, Watney is struck with a shard of metal a piece of the crew's own antenna. The crew leaves Watney on Mars, thinking him to be dead after the incident. Commander Lewis, in charge of the mission, does so with a heavy heart, but believes it to be the proper protocol. The Ares 3 crew attempts to maintain morale for the many-months-long trip back to Earth, while Nasa does what it can to control fallout, on Earth, from the supposed death of Watney on the Red Planet.



Roughly a day later, however, Watney returns to consciousness, alone on Mars. He hobbles back to the Hab (the astronauts' base) and tends to his injury, a puncture wound in his stomach. He then takes stock of the food, water, and air supplies remaining in the Hab. He plans to severely ration his food, to survive till the next Ares mission, which is slated several years in the future, landing many thousands of kilometers from his current location. Watney discovers that he can recycle almost all the air and water he uses, removing any immediate dangers to his life (although he now depends entirely on the life support systems in the Hab, which were intended for a short stint on the planet).

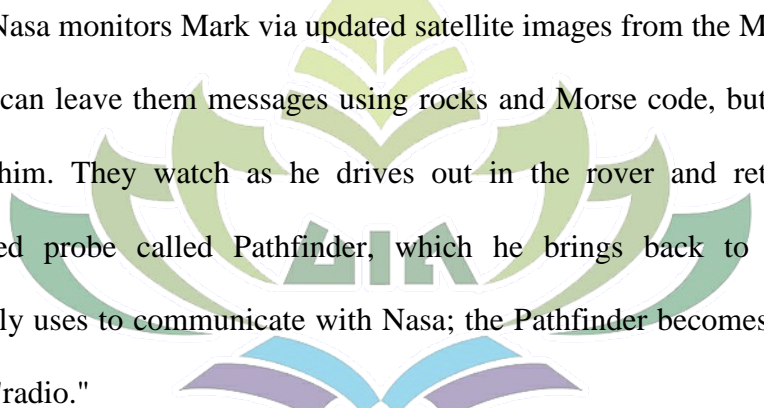
Mark then explores his means of communication, and realizes that the antenna for the comms satellite is broken. While going through the personal items of his crew members, Watney finds that his only entertainment is a trove of media files from the 1970s, stored on Commander Lewis's hard drive. Watney hates disco, and this becomes a recurring joke throughout the novel.

Back on Earth, a Nasa employee named Mindy Park figures out that Watney is still alive, by reviewing satellite images of the mission-site. Sanders, the chief of Nasa, and Kapoor, head of the Mars program, consult with Montrose, the public relations director, and Henderson, the immediate boss of the Ares 3 crew. Henderson advocates that Nasa should inform the Ares 3 crew, headed back to Earth on the Hermes, that Watney is still alive. But Kapoor and Sanders believe that this information will only upset them, and that the crew must still carry out a fairly complex mission to return safely to Earth. Nasa informs the media that Watney is alive, setting off a firestorm around the world, and an outpouring of

support on Watney's behalf. Nonstop news coverage ensues, including a show on CNN called "Mark Watney Report," and Nasa requests a substantially larger budget from the US government, to devote resources to bringing Mark home.

Nasa tries to figure out an effective rescue plan, first believing they can send interim food supplies to Watney, then pick him up at the projected Ares 4 site (called Schiaparelli crater) with a new crew, several years in the future. With the supplies they'll have sent along, they'll be able to supplement Watney's food-stuffs, consisting mostly of the potatoes Watney is able, cleverly, to cultivate, using Nasa's seeds and his robust botanical skills.

Nasa monitors Mark via updated satellite images from the Martian surface. Watney can leave them messages using rocks and Morse code, but Nasa can not talk to him. They watch as he drives out in the rover and retrieves an old unmanned probe called Pathfinder, which he brings back to the Hab and eventually uses to communicate with Nasa; the Pathfinder becomes his "modem" and his "radio."



For a short time, it appears Mark's survival and rescue will go smoothly. But then an airlock to the Hab breaks, and Watney is thrown from the structure. Although he is physically unhurt, much of his store of potatoes is damaged, as is his ability to grow future crops. Nasa calculates that Watney won't survive until the Ares 4 mission arrives, because of this depleted supply, so they decide to send a faster replacement mission, called Iris, to relieve him in the interim. But Nasa rushes the launch, owing to the vast distance between Earth and Mars, and the

rocket explodes soon after take-off. The prospects of Watney's rescue have now, over the course of months, gone from bad to worse to dire.

Fortunately, the Chinese space agency can provide a replacement rocket. And a Nasa researcher named Purnell has come up with a "maneuver," in secret, which will allow food to reach Watney far more quickly. This plan involves Watney's Ares 3 crew-mates turning around and picking him up from space, after he launches off the surface of Mars. Sanders immediately blocks the idea, fearing it is too dangerous, but Henderson leaks the plan to the crew of Ares 3, who decouple from Nasa's control of their vehicle and begin the process of saving Watney on their own at which point Nasa has no choice but to publicly support the Purnell Maneuver.

After an unfortunate accident with a drill, Watney overloads the circuits of the Pathfinder. His comms with Nasa are therefore severed, but not before he learns that the Ares 3 crew is coming back for him. Watney has enough information to travel to Schiaparelli on his own, using his knowledge of Martian topography, and his skills as an engineer to modify two rovers to make the long trek. Watney begins the drive to the crater, and manages to avoid a dust storm and survive a tumble in his vehicle. He reaches the crater, and the Ares 4 MAV the rocket that will launch him into space, where he can make a short "hop" over to the returned Hermes spacecraft.

Watney successfully modifies the Ares 4 MAV, and Nasa coordinates his launch. Although Watney has successfully removed a good deal of the craft, making it lighter, the MAV veers off course, prompting the Hermes to adjust its

location to meet Watney. Lewis and her crew do just this, and Beck, one of the crew-mates, is able to lift Watney out of the MAV and bring him into Hermes. Watney has suffered a few broken ribs, and the crew members say he smells terrible (after having showered only minimally for years). But Watney is as happy as he is ever been he is safe, surrounded by his crew, and headed home.



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# APPENDIXES



*Appendixes 1*

**Table 2. Validation Form For Moral Value Found**

**Note:** For each question put a check mark (✓) in the column provided.

No	Question	Yes	No	Comment
1	Is the research procedure used by the researcher in the study suitable for use as a method of analysis?			
2	Is the explanation of the various moral values clear ?			
3	Does dialogue 1.1, 1.15, meet the criteria of various moral values, especially wisdom ?			
4	Does dialogue 1.2, 1.9, 1.13,1.14 meet the criteria of various moral values, especially courage ?			
5	Do dialogues 1.4, 1.5 meet the criteria of various moral values, especially self-control ?			
6	Does dialogue 1.3, 1.10, 1.12 meet the criteria of various moral values, especially brotherly love ?			

<b>7</b>	Do dialogues 1.6, 1.7, 1.8 meet the criteria of various moral values, especially personality?			
<b>8</b>	Does dialogue 1.11 meet the criteria of various moral values, especially trust and faith?			

Bandar Lampung, .....2020

Validator



Septa Aryanika, M.Pd

**Tabel 3 Validation form**

Validation Form	
The undersigned below :	
Name	: .....
Position / job	: .....
Agency of Origin	: .....
State that the research instrument with the title:	
AN ANALYSIS OF MORAL VALUE ON “THE MARTIAN” MOVIE BY	
RIDLEY SCOT. From students:	
Name	: Umi Mukaromah
Study program	: English education
NPM	: 1511040356
(ready / not ready) * used for research by adding some suggestions as follows:	
1.	..... ..... .....
2.	..... ..... .....
Thus, this certificate is made to be used properly.	
	Bandar Lampung, .....2020
	Validator
	<u>Septa Aryanika, M.Pd</u>
*)cross the unnecessary ones	



### Appendixes 3

#### Research analysis validation

**VALIDATION FORM FOR MORAL VALUE FOUND**

**Keterangan :** Untuk setiap pertanyaan berilah tanda ceklis (✓) pada kolom yang telah disediakan .

No	Pertanyaan	Ya	Tidak	Komentar
1	Apakah prosedur penelitian yang di gunakan peneliti dalam penelitian sudah layak digunakan sebagai metode analisis ?	✓		
2	Apakah penjelasan dari macam-macam nilai moral values sudah jelas ?	✓		Sudah jelas namun belum tipe yang ditampilkan dalam protokol instrumen belum menegakan keseluruhan tipe dari Hartono
3	Apakah dialog 1.1, 1.15, sudah memenuhi kriteria dari macam-macam moral value khususnya wisdom ?	✓		
4	Apakah dialog 1.2, 1.9, 1.13, 1.14 sudah memenuhi kriteria dari macam-macam moral value khususnya courage ?	✓		
5	Apakah dialog 1.4, 1.5, sudah memenuhi kriteria dari macam-macam moral value khususnya self-control ?	✓		
6	Apakah dialog 1.3, 1.10, 1.12 sudah memenuhi kriteria dari macam-macam moral value khususnya	✓		

	brotherly love ?			
7	Apakah dialog 1.6, 1.7, 1.8 sudah memenuhi kriteria dari macam-macam moral value khususnya personality ?	✓		
8	Apakah dialog 1.11, sudah memenuhi kriteria dari macam-macam moral value khususnya trust and faith ?	✓		


Bandar Lampung, .....2020

Validator



Septa Aryanika, M.Pd

## Appendix 4

**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
Alamat : Jl. Letkol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260

**SURAT KETERANGAN VALIDASI**

Yang bertanda tangan dibawah ini :

Nama : Septa Aryanika M.Pd  
Jabatan/pekerjaan : Dosen  
Instansi Asal : UIN Raden Intan

Menyatakan bahwa instrument penelitian dengan judul :


AN ANALYSIS OF MORAL VALUE ON "THE MARTIAN" MOVIE BY RIDLEY SCOT. Dari mahasiswa :

Nama : Umi Mukaromah  
Program Studi : Pendidikan Bahasa Inggris  
NPM : 1511040356

(sudah siap/belum—siap)\* dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut :

1. Seharusnya instrumen menjadi pedoman dalam mengelompokkan data yang ada, sesuaikan instrumen dengan teori agar
2. hasil penelitiannya benar-benar dapat menjawab setiap butir pertanyaan di rumusan Masalah

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Bandar Lampung, 5 Oktober 2020  
Validator  
  
Septa Aryanika M.Pd

\*Jcoret yang tidak perlu

**Tabel 4**  
**Finding the data in the types of moral value**

No	Time	Dialogue in the movie	Wisdom	Courage	Self-Control	Brotherly Love	Personal ity	Trust And Faith	Radiant Virtue
1.1	03:41	<p>Johanssen : they've upgraded their estimate, the storm's gonna be worse.</p> <p>LEWIS : "...twelve-hundred kilometers in diameter, bearing 24.41 degrees..."</p> <p>JOHANSEN : That's tracking right towards us.</p> <p>LEWIS : "...based on current escalation, estimate a force of... (shit) "Eighty-six hundred Newtons."</p> <p>MARK : What's the Abort Force?</p> <p>BECK : Seventy-five hundred.</p> <p>MARTINEZ : Anything above that and the MAV could tip.</p> <p>VOGEL : We're scrubbed?</p> <p>LEWIS : (reading) "Begin abort procedures." Everyone tries to hide their crushing disappointment.</p> <p>MARTINEZ : Maybe it won't be as bad as they say.</p> <p>VOGEL : They're estimating with a margin of error. We can wait it out.</p> <p>MARK : Let's wait it out.</p> <p>JOHANSEN : Commander? Fuck.</p>							

		LEWIS : <i>Prep for emergency departure.</i> MARK Commander – LEWIS : <i>We're scrubbed.</i>							
1.2	06:08	LEWIS Line up and walk west. Small steps. He's probably prone. We don't want to step over him. MARTINEZ (OVER RADIO) Commander. Tilting at 10.5 degrees now, with gusts pushing it to 11. LEWIS : <i>Copy that. Everyone home in on Martinez' suit. That'll get you to the airlock. Get in and prep for launch.</i> VOGEL What about you, Commander? LEWIS <i>I'm searching a little more. Get moving. And Martinez, if you start to top, launch.</i>	√						
1.3	06:40	LEWIS : Copy that. Everyone home in on Martinez' suit. That'll get you to the airlock. Get in and prep for launch. VOGEL What about you, Commander? LEWIS I'm searching a little more. Get moving. And Martinez, if you start to top, launch. MARTINEZ (OVER RADIO) <i>You really think I'm leaving you behind?</i> LEWIS I just ordered you to. You three,				√			

		get to the ship. (as they hesitate) GO.							
<b>1.4</b>	16:12	MARK : <i>Six-fifty-three on Sol 19. And... I'm still alive.</i> (thinks) Obviously. But I'm guessing this is going to be a surprise to my crewmates. And NASA. And... the world. So... surprise. (then) <i>I didn't die on Sol 18. Best I can tell</i>			√				
<b>1.5</b>	19:24	MARK: <i>i'm not gonna die here</i>			√				
<b>1.6</b>	21:24  21:58	MARK : Our surface mission here was supposed to take thirty-one days. For redundancy, they sent enough food to last for sixtyeight days. For six people. So for just me, it'll last three-hundred days. And I figure I can stretch that to four hundred if I ration. So... I've still gotta figure out how to grow three years worth of food. Here. On a planet where nothing grows. <i>Luckily, I'm the botanist.</i>  MARK : <i>Mars will come to fear my botany powers.</i>					√		
<b>1.7</b>	25:14	<i>MARK (PRELAP) The problem is water...</i> <i>MARK (V.O.) I've created one-hundred and twenty-six square meters of soil.</i>					√		



		<p><i>But each cubic meter needs forty liters of water to be farmable. So, I gotta make a lot of water. Fortunately, I know the recipe. Take hydrogen. Add oxygen. Burn. Unfortunately... burn. (then) I have hundreds of liters of unused Hydrazine from the MDV. If I run the Hydrazine over an iridium catalyst, it'll separate into N2 and H2... MARK Then I just need to direct the hydrogen into a small area and burn it. Luckily, in the history of humanity, nothing bad has ever happened from lighting hydrogen on fire. MARK (CONT'D) Believe it or not, the challenge has been finding something that will hold a flame. NASA hates fire. Because of the whole "fire makes everyone die in space" thing. So everything we brought with us is flame retardant. With the notable exception of... Martinez' personal items.</i></p>							
1.8	34:33	<p>TEDDY : (stands up) I need to get on a plane to Chicago.  VINCENT : (Why? Oh...) Mark's parents. TEDDY (nods) They should hear it from me before it breaks on the news.  ANNIE : They'll be happy to hear their</p>					√		

		<p>son's alive, at least.</p> <p>TEDDY : He's alive. But if my math is right, he's gonna starve to death long before we can help him. (then) I'm not exactly looking forward to that conversation. Vincent's eyes drift to the images of Mars.</p> <p>VINCENT : <i>Can you even imagine what he's going through? He's fifty million miles from home. He thinks he's totally alone and that we all gave up on him. What kind of effect does that have on a man's psychology? (then) What's he thinking about right now?</i></p>							
1.9	41:54	<p>TEDDY Let's assume Ms. Park didn't miss something, so Mark's not going to Ares 4. Yet. But he's smart enough to figure out that's his only chance. Bruce, what's the earliest we could get a presupply there?</p> <p>BRUCE With the positions of Earth and Mars, it'll take nine months. And it'll take us six months to build it in the first place.</p> <p><b>TEDDY</b> <i>Three months. (off Bruce) You're gonna say that's impossible, then I'm gonna give a speech about the blinding capabilities of the JPL team.</i></p>	√						

		<p><i>And then you'll do the math in your head and say something like "The overtime alone will be a nightmare."</i></p> <p><i>BRUCE (oh god I didn't even think of that) The overtime will be a nightmare.</i></p> <p><i>TEDDY Get started. I'll find you the money.</i></p>							
<b>1.10</b>	1:10:16	<p>MARTINEZ : (PRELAP) "Dear Mark..."</p> <p>MARTINEZ (V.O.) "Apparently, NASA's letting us talk to you now, and I drew the short straw. <i>Sorry we left you behind on Mars</i>, but we don't like you."</p> <p>MARTINEZ (V.O.) "Also, it's a lot roomier on the Hermes without you. We have to take turns doing your tasks, but it's only botany (not real science.) How's Mars?"</p> <p>MARK (V.O.) "Dear Martinez, Mars is fine. I accidentally blew up the Hab, but unfortunately all of Commander Lewis' disco music still survived."</p> <p>MARTINEZ "How's the Hermes? Cramped and claustrophobic? Every day I go outside and look at the vast horizons just because I can." (then) "Tell the others I said hello."</p>				√			
<b>1.11</b>	1:10:33	<p>MITCH <i>Do you believe in God, Vincent?</i></p> <p>VINCENT <i>Several. My mother's</i></p>						√	

		<i>Catholic and my father's Hindu.</i> MITCH We'll take all the help we can get.							
<b>1.12</b>	1:35:03	BECK Johanssen used to go by the hacker handle "Lady Sorrow" in high school. Just so we're all on the same page. JOHANSSSEN Beck is a liar. And he should keep our conversations private. (then) But, yeah. I can do it. LEWIS <i>It has to be unanimous. If anyone says no, that's it. We go home as planned. But I vote yes.</i> MARTINEZ I vote yes. VOGEL If we do this, it would be over nine hundred days of space. That is enough space for one life. (then) Yes. BECK <i>Let's go get him.</i>				√			
<b>1.13</b>	2:09:45	LEWIS (OVER COMMS) Go ahead, Mark. MARK <i>I could find something sharp in here and poke a hole in the glove of my EVA suit. I could use the escaping air as a thruster and fly my way to you. Since the source is on my arm, I could direct it pretty easy.</i>		√					
<b>1.14</b>	2:15:42	LEWIS The intercept distance is gonna be too far. I'm going untethered. BECK Commander, I can do this –		√					

		LEWIS <i>It's not a debate, Beck. I'm not risking another crew member</i>							
1.15	2:22:27	<p>MARK Welcome to the Astronaut Candidate Program. Pay attention. This could save your life. (then) Trust me, I know what I'm talking about. The class laughs. MARK (CONT'D) Okay, let's see if I can get some of your questions out of the way up front. Yes, I did, indeed, survive on a deserted planet by farming in my own shit. It was even more disgusting than it sounds. Let's never speak of it again. More laughter. Mark lets it subside.</p> <p>MARK (CONT'D) Question Two: "When you were stranded and alone up there... did you think you were gonna die?" And there's a pause as Mark thinks about it. The rare moment of reflection for our hero. He nods. Genuine: MARK (CONT'D) Yes. Then... MARK (CONT'D) And it'll happen to you, too. You should know that going in. It's space. It's filled with chance, circumstance, and bad luck. It doesn't cooperate. At some point, I promise, at some point every single thing is gonna go south on you, and you'll think: this is it.</p>							

		<p>This is how I end. (then) And you can either accept that... or you can get to work. He lets those words land.</p> <p>MARK (CONT'D) That's all it is. You simply begin. Solve one problem. Then the next one, then the next. (then) You solve enough problems... and you get to come home.</p>							
1.15	1:59:53	<p><b>LEWIS(PRELAP)</b> <i>Here's the plan... LEWIS Martinez will fly the MAV. Johanssen will sysop the ascent. Beck and Vogel, I want you in Airlock 2 with the outer door open before the MAV even launches. Once we reach intercept, it'll be Beck's job to get Watney.</i></p> <p><b>BECK</b> <i>He might be in bad shape. The stripped down MAV will get up to 12 g's during the launch. He could be knocked unconscious and may have internal bleeding. LEWIS Well, then it's a good thing you're our doctor. What's the intercept plan? BECK We finished attaching the tethers into one long line. It's 214 meters long. I'll have the MMU, so moving around should be easy. LEWIS How fast a relative velocity can you handle? BECK Once I get to</i></p>							√

		<p><i>Mark? I can grab the MAV at 5 meters per second. 10 is like jumping onto a moving train. Any more than that and I might miss. LEWIS We've got some leeway. The launch will be 52 minutes before the intercept and it takes 12 minutes. As soon as Mark's engine cuts out we'll know our intercept point and velocity. BECK Good. And 214 meters isn't a hard limit, per se. LEWIS Yes. It is. BECK I take off the tether, I could get way out to -LEWIS Not an option. Vogel, you're Beck's backup. All goes well, you're pulling them back aboard with the tether. If things go wrong, you're going out after them. VOGEL Ja. LEWIS All right. Let's go get our boy.</i></p>							
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Appendixes 4

Types of Moral Values	Time	Dialogue	Description
Wisdom	03:41	MARK : Let's wait it out. JOHANSEN : Commander? Fuck. LEWIS : <i>Prep for emergency departure.</i> MARK Commander – LEWIS : <i>We're scrubbed.</i>	Setting occurs in the HAB (The area 3 Habitation) (S)Participant by Mark watney (P) the speaker take the most appropriate decision to save all the crew in the event of an accident(E) there is found value in dialog "wisdom" (A) the dialogue is spoken with assertive (K) oral dialogue (I) the dialogue spoken by the speaker while feel curiosity (N) which is formulated in the form of dialogue (G).
	2:22:27	MARK (CONT'D) And it'll happen to you, too. You should know that going in. It's space. It's filled with chance, circumstance, and bad luck. It doesn't cooperate. At some point, I promise, at some point every single thing is gonna go south on you, and you'll think: this is it. This is how I end. (then) And you can either accept that... or you can get to work. He lets those words land.	Setting occurs in the NASA Teaching Theater( S)Participant by Mark watney (P) the speaker give a suggestion. that, every problem we get in life we must solve one by one (E) there is found value in dialog "wisdom" (A) dialogue is spoken in the heart (K) oral dialogue (I) the dialogue spoken by the speaker while low intonation (N) which is formulated in the form of dialogue (G).

		MARK (CONT'D) <i>That's all it is. You simply begin. Solve one problem. Then the next one, then the next. (then) You solve enough problems... and you get to come home.</i>	
Courage	06:08	<p>LEWIS Line up and walk west. Small steps. He's probably prone. We don't want to step over him.</p> <p>MARTINEZ (OVER RADIO) Commander. Tilting at 10.5 degrees now, with gusts pushing it to 11.</p> <p><b>LEWIS : Copy that. Everyone home in on Martinez' suit. That'll get you to the airlock. Get in and prep for launch.</b></p> <p>VOGEL What about you, Commander?</p> <p><b>LEWIS I'm searching a little more. Get moving. And Martinez, if you start to top, launch.</b></p>	Setting occurs in the HAB (storm) (S)Participant by lewis, Martinez, Vogel (P) the speaker risking his life to find and save his best friend in a storm (E) there is found value in dialog "courage" (A) dialogue is spoken in the heart (K) oral dialogue (I) the dialogue spoken by the speaker while hight intonation (N) which is formulated in the form of dialogue (G).
	41:54	<b>TEDDY Three months. (off Bruce) You're gonna say that's impossible, then I'm gonna give a speech about the blinding capabilities of the JPL team. And then you'll do the math in your head and say something</b>	Setting occurs in the HAB (storm) (S)Participant by teddy and bruce (P) the speaker exerting all its abilities to help others (E) there is found value in dialog "courage" (A) dialogue is spoken with seriously (K) oral dialogue (I) the dialogue spoken by the speaker while feel care (N) which is formulated in the form of dialogue (G).

		<p><i>like “The overtime alone will be a nightmare.”</i></p> <p><b>BRUCE</b> <i>(oh god I didn’t even think of that) The overtime will be a nightmare.</i></p> <p><b>TEDDY</b> <i>Get started. I’ll find you the money.</i></p>	
	2:09:45	<p>LEWIS (OVER COMMS) Go ahead, Mark. MARK <i>I could find something sharp in here and poke a hole in the glove of my EVA suit. I could use the escaping air as a thruster and fly my way to you. Since the source is on my arm, I could direct it pretty easy.</i></p>	<p>Setting occurs in Hermes Flight Deck(S)Participant by lewis, mark watney (P) the speaker do something dangerous for the sake of saving himself (E) there is found value in dialog ”courage” (A) dialogue is spoken with seriously (K) oral dialogue (I) the dialogue spoken by the speaker while feel worry (N) which is formulated in the form of dialogue (G).</p>
	2:15:42	<p>LEWIS The intercept distance is gonna be too far. I’m going untethered.</p> <p>BECK Commander, I can do this –</p> <p>LEWIS <i>It’s not a debate, Beck. I’m not risking another crew member</i></p>	<p>Setting occurs in Hermes Flight Deck(S)Participant by lewis, beck (P) the speaker do not want to endanger the lives of his best friends (E) there is found value in dialog ”courage” (A) dialogue is spoken with seriously (K) oral dialogue (I) the dialogue spoken by the speaker while feel care (N) which is formulated in the form of dialogue (G).</p>
Self Control	16:12	<p>MARK : <i>Six-fifty-three on Sol 19. And... I’m still alive.</i> (thinks) Obviously. But I’m guessing this is going to be a surprise to my crewmates. And NASA. And... the world. So... surprise. (then) <b>I</b></p>	<p>Setting occurs in the HAB (The area 3 Habitation) (S)Participant by Mark watney (P)the speaker tried to tell NASA that he is still alive (E)there is found value in dialog ”self-control” (A) dialogue is spoken with low intonation(K)oral dialogue (I)the dialogue spoken by the speaker while feel worry (N)which is formulated in the form of dialogue (G).</p>

		<i>didn't die on Sol 18. Best I can tell</i>	
	19:24	MARK: <i>i'm not gonna die here</i>	Setting occurs in the HAB (The area 3 Habitation) (S) Participant by Mark watney (P) the speaker tried to survive and do various ways to survive in a pressure (E) there is found value in dialog "self-control" (A) dialogue is spoken with low intonation (K) oral dialogue (I) the dialogue spoken by the speaker while feel worry (N) which is formulated in the form of dialogue (G).
Brotherly love	06:40	LEWIS : Copy that. Everyone home in on Martinez' suit. That'll get you to the airlock. Get in and prep for launch. VOGEL What about you, Commander? LEWIS I'm searching a little more. Get moving. And Martinez, if you start to top, launch. <b>MARTINEZ (OVER RADIO) You really think I'm leaving you behind?</b> LEWIS I just ordered you to. You three, get to the ship. (as they hesitate) GO.	Setting occurs in the HAB (storm) (S) Participant by lewis, vogel, martines (P) the speaker tried to ensure that he will not leave anyone in any situation (E) there is found value in dialog "brotherly love" (A) dialogue is spoken with low intonation (K) oral dialogue (I) the dialogue spoken by the speaker while feel worry (N) which is formulated in the form of dialogue (G).
	1:10:16	MARTINEZ : (PRELAP) "Dear Mark..." MARTINEZ (V.O.) "Apparently, NASA's letting us talk to you now, and I drew the short straw. <b>Sorry we left you behind on</b>	Setting occurs in the Hermes Rec Room (S) Participant by Martinez, Mark Watney (P) the speaker apologize to his best friend for leaving him accidentally in a storm (E) there is found value in dialog "brotherly love" (A) dialogue is spoken with low intonation (K) oral dialogue (I) the dialogue spoken by the speaker


		<i>Mars</i> , but we don't like you."	while feel worry (N)which is formulated in the form of dialogue (G).
	1:35:03	LEWIS <i>It has to be unanimous. If anyone says no, that's it. We go home as planned. But I vote yes.</i> MARTINEZ I vote yes. VOGEL If we do this, it would be over nine hundred days of space. That is enough space for one life. (then) Yes. BECK <i>Let's go get him.</i>	Setting occurs in the Hermes Rec Room (S)Participant by Martinez, Martines,vogel,beck,lewis,johansen (P)the risking their time with his family to save his best friend (E)there is found value in dialog "brotherly love" (A) dialogue is spoken with hopefully(K)oral dialogue (I)the dialogue spoken by the speaker while feel worry (N)which is formulated in the form of dialogue (G).
Personality	21:24	MARK : Our surface mission here was supposed to take thirty-one days. For redundancy, they sent enough food to last for sixtyeight days. For six people. So for just me, it'll last three-hundred days. And I figure I can stretch that to four hundred if I ration. So... I've still gotta figure out how to grow three years worth of food. Here. On a planet where nothing grows. <i>Luckily, I'm the botanist.</i> MARK : <i>Mars will come to fear my botany powers.</i>	Setting occurs in the HAB (The area 3 Habitation) (S)Participant by Mark watney (P)the speaker tried to survive under pressure (E)there is found value in dialog "personality" (A) dialogue is spoken with high intonation (K) the dialogue spoken by the speaker while feel curiosity (N) oral dialogue (I)which is formulated in the form of dialogue (G).
	25:14	<i>MARK (PRELAP) The problem is water...</i>	Setting occurs in the HAB (The area 3 Habitation) (S)Participant by Mark watney (P)the speaker tried to survive under pressure

		<p><b>MARK (V.O.)</b> <i>I've created one-hundred and twenty-six square meters of soil. But each cubic meter needs forty liters of water to be farmable. So, I gotta make a lot of water. Fortunately, I know the recipe. Take hydrogen. Add oxygen. Burn. Unfortunately... burn. (then) I have hundreds of liters of unused Hydrazine from the MDV. If I run the Hydrazine over an iridium catalyst, it'll separate into N<sub>2</sub> and H<sub>2</sub>...</i></p> <p><b>MARK</b> <i>Then I just need to direct the hydrogen into a small area and burn it. Luckily, in the history of humanity, nothing bad has ever happened from lighting hydrogen on fire.</i></p> <p><b>MARK (CONT'D)</b> <i>Believe it or not, the challenge has been finding something that will hold a flame. NASA hates fire. Because of the whole "fire makes everyone die in space" thing. So everything we brought with us is flame retardant. With the notable exception of... Martinez' personal items.</i></p>	<p>(E)there is found value in dialog "personality" (A) dialogue is spoken with high intonation (K) the dialogue spoken by the speaker while feel curiosity (N) oral dialogue (I)which is formulated in the form of dialogue (G).</p>
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	34:33	VINCENT : <i>Can you even imagine what he's going through? He's fifty million miles from home. He thinks he's totally alone and that we all gave up on him. What kind of effect does that have on a man's psychology? (then) What's he thinking about right now?</i>	Setting occurs in the NASA mission control (S)Participant by Vincent (P)the speaker convince people around them to help someone (E)there is found value in dialog "personality" (A) dialogue is spoken with low intonation (K) the dialogue spoken by the speaker while feel curiosity (N) oral dialogue (I)which is formulated in the form of dialogue (G).
Trust And Faith	1:10:33	MITCH <i>Do you believe in God, Vincent?</i> VINCENT <i>Several. My mother's Catholic and my father's Hindu.</i> MITCH <i>We'll take all the help we can get.</i>	Setting occurs in the NASA Mission Control(S)Participant by mitch, vincent(P)the speaker the speakers very conscious and real God is there for him when he is hard though (E)there is found value in dialog "radiant virtue" (A) dialogue is spoken with low intonation (K) the dialogue spoken by the speaker while feel curiosity (N) oral dialogue (I)which is formulated in the form of dialogue (G).
Radiant Virtue	1:59:53	<b>LEWIS(PRELAP)</b> <i>Here's the plan... LEWIS Martinez will fly the MAV. Johanssen will sysop the ascent. Beck and Vogel, I want you in Airlock 2 with the outer door open before the MAV even launches. Once we reach intercept, it'll be Beck's job to get Watney. BECK He might be in bad shape. The stripped down MAV will get up to 12 g's during the launch. He could be knocked unconscious and may have internal bleeding.</i>	Setting occurs in the NASA Mission Control (S)Participant by teddy, annie, vincent(P)the speaker do a dive plan for his best friend (E)there is found value in dialog "radiant virtue" (A) dialogue is spoken with hopefully(K)oral dialogue (I)the dialogue spoken by the speaker while feel worry (N)which is formulated in the form of dialogue (G).



		<p><i>LEWIS Well, then it's a good thing you're our doctor. What's the intercept plan? BECK We finished attaching the tethers into one long line. It's 214 meters long. I'll have the MMU, so moving around should be easy. LEWIS How fast a relative velocity can you handle? BECK Once I get to Mark? I can grab the MAV at 5 meters per second. 10 is like jumping onto a moving train. Any more than that and I might miss. LEWIS We've got some leeway. The launch will be 52 minutes before the intercept and it takes 12 minutes. As soon as Mark's engine cuts out we'll know our intercept point and velocity. BECK Good. And 214 meters isn't a hard limit, per se. LEWIS Yes. It is. BECK I take off the tether, I could get way out to -LEWIS Not an option. Vogel, you're Beck's backup. All goes well, you're pulling them back aboard with the tether. If things go wrong, you're going out after them. VOGEL Ja. LEWIS All right. Let's go get our</i></p>	
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		<i>boy.</i>	
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